DOCUMENT RESUME

ED 313 116 PS 018 340

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TITLE Conflict Management Techniques for Kindergarten through Fourth Grade.
PUB DATE Aug 89
NOTE 34p.; Paper presented at the Research Colloquia, "Issues in Education" (Murray, KY, August 1989).
PUB TYPE Speeches/Conference Papers (150) -- Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Classroom Techniques; *Conflict; *Conflict Resolution; Cultural Influences; *Developmental Stages; Elementary Education; *Elementary School Students; Guidelines; Heredity; Individual Development; *Kindergarten Children; Social Influences; Theories

ABSTRACT

An elementary school teacher discusses conflict management techniques appropriate for use with children in kindergarten through the fourth grade. Discussion first recapitulates developmental theory from several perspectives, including those of Freud, Erikson, Piaget, and profiles conflict theory. Illustrative contemporary social problems that influence children's development, learning, and behavior are described. Discussion then focuses on the goals of children's behavior and on two types of children that present teachers with tremendous challenges in conflict management: the rejected child and the antisocial child. Discussion of conflict management techniques covers such subjects as: (1) development of cooperation, trust, and self-concept; (2) experience and learning symbols for kindergarten; (3) social skills training in preschool; (4) the DUSO (Developing Understanding of Self and Others) kit, peer tutoring, and target behavior; (5) the process of sharpening perception; (6) cooperation and collaboration; (7) fair fighting; (8) direct communication through practice and role-play; (9) class meetings; (10) mediation and intervention; (11) trained student mediators; (12) goal setting with student input; (13) conflict management practice; (14) attention disorders; (15) the process of restructuring thinking; (16) the SAT (Stop and Think) technique; and (17) discipline as teaching. (RH)

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Conflict Management Techniques for Kindergarten Through Fourth Grade

by
Edith Janell Rudd Conn

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Paper Presented at the August 1989
Research Colloquia: Issues in Education
College of Education
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Though the human race may vary greatly in age, cultural, social, and economic backgrounds, there is one aspect of daily life that all human beings share, that being, the aspect of conflict and conflict management. However, being a classroom teacher for the past twenty years, I must say the ever increasing demands that a classroom teacher must meet in order to control conflict in the classroom and on the playground is sometimes overwhelming. Over the years I have seen an ever increasing problem with violence and defiance of authority and social norms by the students in my school. For example, during the 1988-89 school year I experienced one of my fourth grade students bringing a knife into my classroom and threatening to get the other students "good" if they told. About the same month, our local newspaper reported an incident involving a former student of mine who attempted to settle a conflict with another student by bringing a loaded gun to his junior high school and threatening the other student with it. (Clem, 1989 p. 1) Luckily, a teacher intervened and no one was hurt. However, the article made me realize the urgency for more positive and effective conflict management techniques. I am greatly concerned about meeting the needs of my students while at the same time being able to cope with the tremendous amount of conflict that is displayed in their behavior while in school. Therefore, it is my purpose in this paper to highlight and to support the most effective conflict management techniques that, if utilized, will help the teacher understand the necessity to see the direct correlation between conflict management and a child's developmental needs. The students in kindergarten through fourth grade will be emphasized.

Psychoanalyst, Sigmund Freud, directs ones attention to the phallic stage (ages three-six) in the child's development as the time when sex-role identity is the key issue. Sexual matters are of interest and sexual attitudes are formed. (Corey, 1986, p. 36) Consequently, the teacher can be prepared to deal with questions about the differences in boys and girls and between adults and children. The pre-school age affords the child play activities and anticipation of roles as stated by the psychosocial views of Eric Erickson. Erickson feels the child is developing a sense of competence and initiative. When the child isn't allowed to make decisions, he/she may develop a sense of guilt during the pre-school age of development. During the pre-school age the child may develop potential problems which may include guilt about natural impulses, strict parental indoctrination which may lead to rigidity, severe conflicts, remorse, and self-condemnation. Later on, according to Freud and Erickson, the middle-childhood (ages six-twelve) is a time for learning socialization tasks as the child turns toward relationships with others to include school, playmates, sports, and books. An understanding of the world can occur as the student continues to develop appropriate sex-role identity and basic skills. Potential problems at the middle-childhood age could include inferiority in developing social relationships, negative self-concept, conflict over values, confused sex-role identity, dependency, fear of new challenges, and a lack of initiative. (Corey, 1986, pp. 36-37)

The teacher can immediately detect the need for teaching the students socialization skills and problem solving skills and to be

constantly aware of the possible negative and positive reactions the child may display as a reaction to conflict or conflict management.

Clarke (Clarke, Gradons, & Sittko, 1986, p. 6) says the six to twelve year old child explores rules, what rules are, how they are made, and how they can be broken. The child also thinks about what values and morals are and how their values and morals contribute to who they are. As the child learns about rules and values he/she can learn to take care of themself. Questioning, comparing, testing rules, disagreeing are a part of the stage. Sometimes the classroom teacher may judge the child that is challenging the rules in the classroom, as being a defiant student.

As the teacher observes and evaluates the developmental needs of a child, other characteristics are evident which can guide the teacher in choosing conflict management techniques which will be compatible with the child's developmental needs. Dinkmeyer, M. D. (Ames, 1987, pp. 319, 320) stresses that the child of age five to six likes to interact with four to five children cooperatively, enjoys pretend play, imitates adult roles, tattles, assumes rules are to be obeyed, dramatizes stories, plays boisterously, and is centered on family life at home. The six to ten year old child shows an increase in peer influence, but the family still keeps a significant influence. Individuality and personal privacy becomes an issue, competitive drive may cause pro-social behavior decline by the end of age twelve. The child is sensitive to the feelings of others and will seek friends with similar interests and personalities. (Ames, 1987, p. 322) The

child at age five or six cannot be expected to always walk calmly indoors and to only occasionally interact with the children which are sitting or standing near the child in the classroom environment. As a result, the teacher needs to provide opportunities for the child to experience contact with the other children. Social development can serve as a positive stimulus for academic growth.

Jean Piaget, a leading expert on how children learn to think and reason, has contributed in a major sense to the insight of how children think at various stages of development. He felt each child must go through all stages in sequence. Therefore, he felt the statement, "any child can be taught anything at anytime", is false and absurd. (Popenoe, 1986, p. 131) The preoperational stage and the concrete operational stage apply to the students in kindergarten through fourth grade. At the preoperational stage the child learns to use and to understand symbols. They learn to speak and to draw objects. By the end of the stage the child knows the difference between words and the things for which the word stands. The child focuses on one aspect of a situation at a time and ignores the rest. A tall thin glass may hold more water than a short wide glass, even if they see the contents poured into the other. The child focuses on the height and ignores the width.

In the concrete operational stage, ages seven to eleven, the child learns to perform operations mentally that formerly were performed physically on actual objects. They can show how things are related to one another, (1986, p. 131) according to Piaget.

As the instructor plans instructional techniques to use which will cause the five to eleven year old child to think and to learn, consideration of the point the child has reached in his/her development is a necessary ingredient. During the developmental stages, conflict can serve as a positive force when competition stimulates the student to learn, to practice, to excel. When there is no conflict, stagnation could occur. The challenge is to make conflict a positive force in the classroom. (Gorton, 1987, p. 95)

Other factors which may have a tremendous influence on conflict management includes the heredity, culture, and the environment of the student. The following information may help the teacher be more informed about the reasons for specific conflicts a student may be experiencing. Therefore, it will enable the teacher to choose appropriate conflict management techniques.

According to Greenburg & Safran, (1989, p. 23) in considering emotions, there is agreement among all theorists who hold a biological, evolutionary perspective on emotion in that the structure for certain primary core emotions is wired into the human organism. Theorists, Arnold and Leventhal, also felt the neurological substrate for emotional experience is wired in and includes a code for specific expressive motor behaviors that correspond to primary emotions including at least six emotions with identifiable facial expressions - fear, anger, sadness, surprise, disgust, and joy. The article points out that emotional processes are important in therapy when one is trying to promote therapeutic change. The type of immediate appraisals

humans make on the environment relate to biological and psychological survival they feel. (1986, pp. 19, 23) Emotions can effect the child's attention in the classroom.

The information concerning hereditary influences on attention deficit disorder certainly calls for conflict management. Dr. Sam Goldstein (1989, p. 26) indicates children are often described as taking after their father or close relative and therefore it is hypothesized that inherited or physical causes for attention disorder are the most common.

Paul Wender, according to Dr. Goldstein, (1989, p. 26) hypothesized that attention disordered children are overaroused. He feels it is probably due to an abnormality in brain metabolism, specifically a shortage of the neurotransmitter dopamine. The abnormality, he says, impairs the brains ability to function effectively and assist the child in focusing attention, inhibiting impulsivity, and distractibility, and inhibiting excessive body movement. Wender feels more research is needed.

Dr. Goldstein also lists physical illness, anxiety, depression, fearfulness, learning problems, family life-style, brain injury, diet, lead poisoning, refined sugars as possible contributors to attention disordered behavior. These may be directly related to the child's environmental and cultural conditions.

The environmental and cultural influences play an important part on ones ability to manage conflict situations. The student has little, if any, control over the environmental and cultural conditions in which

he/she exists. The influences, ideas, and conditions among which a person lives also includes the culture of knowledge, customs, and arts of a group as it may improve the mind, manners, and tastes.

In India, caste membership is passed from parents to children and is fixed for life. In Europe during the middle ages social rank was based on social estates - nobility, clergy, and peasantry. Ownership of land was the main form of wealth. (Popenoe, 1986, p. 82) In western societies the social estates were replaced by strong social classes - working class, middle class, and upper class. They were organized around the ownership of industrial production, rather than ownership of land.

The varied environmental and cultural influences are brought to the case of what is called the society in which one functions. Within the society, the institutions of family, education, religion, economics, and politics are organized to meet the needs of society. The family guides the behavior. The education institution passes on knowledge to the young. The religious institution gives meaning and shared responses to aspects of reality that cannot be explained by reason. The economic institution provides a means for production and giving out goods and services. Power is distributed by the means of the political institution. (Popenoe, 1986, p. 82)

As the institutions guide human behavior and channel it along certain lines, group roles are practiced. The perception of roles can lead to conflict as a person functions in society.

In considering the two theories of society as a functional

theory and a conflict theory one gets a clearer view about society. Parsons and Smelser, two leading sociologists, (Popenoe, 1986, p. 87) look at society remaining functional as long as it meets the basic needs of goal achievement, adjustment to environment, integration of the various parts into a whole, and control of deviance from accepted norms. Parsons felt integration required the people to believe in and to follow shared values. The shared values served as the "glue" to hold the society together and to generate harmony.

The conflict theory presents society as always in a state of conflict. Power struggle is the main reason for conflict. It is felt the society is held together by force. Carl Marx viewed the conflict theory as being between the working class and the owners. Dohrendorf felt conflict was more of struggle over economic resources. C. Wright Mills, founder of the conflict theory in the United States. set out to see who really rules in America. He concluded top management of big corporations, key officials in government, top ranks of the military, are the ones in charge. Tension between the strong and the weak becomes the breeding ground for social conflict. (Popenoe, 1986, p. 91)

How the environmental and cultural influences cause such an impact on the individual classroom group is enlightening. The following group problems may exist. (Gorton, 1987, p. 78)

1. Lack of understanding by certain individuals as to why they are members of a group and a consequent lack of commitment to the group.
2. Lack of understanding and/or acceptance, by members of the group, of the goal or task the group is supposed to address.

3. Difficulty in developing a constructive atmosphere that minimizes conflicting loyalties, competition, and individualistic needs, and promotes positive attitudes and collaborative efforts among the members of the group.
4. Difficulty in keeping people's attention and efforts focused on the task or goal to be achieved.
5. Inadequate group leadership, organization, or communication.
6. Lack of knowledge, skill, or resources on the part of the members of the group.
7. Inadequate follow through on group decisions or assignments.

Today, scientists are applying evolutionary theory to a host of human enigmas, and their work is yielding rich insights into everything from sexual attraction and domestic violence to the mechanics of thought itself. According to Crowley (1989 pp. 56-58) many scholars insist that "cultural conditioning" is the ultimate source of any difference between sexes. Domestic violence as researched by Daly and Wilson in their study of cross culture (Crowley, 1989 p. 58) dating from the middle ages through the mid 1980's revealed that violence is rare among true blood relatives just as the theory predicts. "Blood kin may be relatively immune from lethal violence", they found - even though a person is more likely to be hit or killed at home than anywhere else.

Considering stepchildren, Daly and Wilson found that they are far likelier than natural children to die of abuse, whether they lived in England, Australia, or North America. Daly and Wilson note that an American child living with one or more substitute parents in 1976 was approximately 100 times more likely to be fatally abused than a same-age child living with genetic parents. The risk was independent of such factors as poverty, family size, or personality characteristics of the abusers.

In looking at violence and the possibility of conflict which may occur as a result of the conditions in the child's environment, the following information was reported by my fourth grade students. During the 1988-89 school year, out of 24 students there were fourteen children living with their genetic mother and father, seven children living with only their mother, and three children living with their mother and stepfather. Fortunately, none of the students showed any evidence of physical abuse but the emotional conflict some students showed was very pronounced. Sadness, depression, hostility, and poor self-esteem were evident.

According to sociologists, Kathy Hughes, (personal interview, June 16, 1989) the divorce rate in Henderson, KY is sixty percent.

Some students in the school environment respond to conflict in a negative manner and require professional intervention from counselors. The information a counselor may share can reveal certain characteristics of the child which may be observed and require attention. The personal interviews are enlightening.

In looking directly at the areas where children are experiencing difficulties with conflict management, the following characteristics were shared. John D. Conn, a counselor for twenty-two years (personal interview, May 3, 1989) shared that children he has worked with seem to have had a home background where a lot of un-resolved conflict existed. For example, in a home where the parents never agree on ways to discipline the children, the children have an unclear picture on how to solve a problem. He also has observed that children have inappropriate response to their angry feelings. The children are not

assertive but are polarized. The children are extremely passive or extremely aggressive.

Ms. Libby Brown, a counselor who is presently working on her Ph. D. in child development, shared the following characteristics she has observed when working with children: (personal interview, May 5, 1989) low self-esteem, resistant to help, set up negative reinforcement, sensitive - emotions on sleeve, impulsive, don't think anyone likes them, lack of foresight - and sometimes, hindsight.

Pam Owen, Elementary School Counselor, (personal interview, May 19, 1989) felt negative attitude and lack of self-esteem were the two most common characteristics she has observed as she worked with one hundred eighty-five students on an individual basis during the 1988-89 school year. She worked with the following number of students at each grade level.

K - 17
1st - 18
2nd - 27
3rd - 29
4th - 44
5th - 24
6th - 26

The number of students seen by the school counselor at the fourth grade level may indicate a need to evaluate what may be happening in fourth grade. Social skill development conflicts are number one from my personal experiences while teaching fourth grade the last four years.

Kathy Hughes, sociology teacher at the Community College for thirteen years and a consultant on the local board that deals with juvenile delinquents, (personal interview, June 16, 1989) stated the

way a child was taught social skills played an important part in the way a child handled conflict management. The child's environment was a tremendous determining factor she felt. The way a group reacted to a child was one point she felt was of great importance, too. Mrs. Hughes also talked about how students experience role conflict. One has many roles to play, all seem important. The child can't determine which should come first. The role of a student, of course, is the primary role. Role strain occurs when the child experiences personal stress from too many roles.

The characteristics described by Mr. Conn, Ms. Brown, Ms. Owen, and Ms. Hughes clearly points out the areas that parents, as well as teachers, need to direct their attention. Hopefully, the intervention process of needing a counselor and juvenile authorities could be avoided. Other sources reveal more needs where children require attention.

Corey, a counseling Psychologist, (1986, p. 35) feels the sense of trust in self, others, and the environment is the basic task for the child in the first year of his/her life. As a result of rejection in infancy, the tendencies of fearfulness, insecurity, jealousness, aggressiveness, hostility, and isolation develop.

Gandara, a teacher (1989, pp. 39, 40) feels we must see children as an economic resource in a personal way and acknowledge them as our children, our resource. We should help change the course of their lives because it is the smart thing to do. Gandara points out that poor and minority children are losing ground academically. She feels the family is critically important to the academic success of a child.

The middle-class income students tend to believe their future is in their own hands. The lower income students more often see their futures as out of their control. Researchers say the lower income students translate the attitude toward life into counter productive behavior like not involving themselves in school or even dropping out. The parents need to be more involved with the educating process she feels. The basic message that school is serious business and communities are partners in that business is an important issue to Gandara.

The involvement of the parent and the community could significantly influence the management of the disruptive child while he/she is at school or at home. The consistently disruptive child may be a distressed child and is attempting to communicate the distress to the teacher or to a significant classmate. (Rivers, 1986, p. 11) Rivers feels the distress may be manifested by conditions which prevail in the home, school, or both. (1986, p. 7) Ms. Brown, the counselor, also felt the constantly disruptive child could be crying out for help. (personal interview, 1989) I personally have the most difficulty with disruptive students.

According to Dinkmeyer M. D. (Awes, 1987, p. 187) children are displaying four basic goals through their behavior.

1. Attention: the child keeps going back to sleep when the alarm rings in the morning, takes a long time getting ready, and is often late for school.
2. Power, Control: child has temper tantrums to get what he/she wants.
3. Revenge, Hurt Others: Child dyes hair and cuts it in a punk style to embarrass ultraconservative parents.
4. Display of Inadequacy (to get pity, protection, and undue service): child acts shy, hides behind parents, refuses to speak.

In addition to the goals of a child's behavior, other sources point out two important social developmental responses of children. The un-social or rejected child and the anti-social child presents the teacher with a tremendous challenge in conflict management.

The percent of rejected children without friends is between five and ten percent of children in elementary school classes according to Chance. (1989, p. 29) When the child in the article was asked how he felt when playing with a friend, the child responded, with tears in his eyes, "I don't know, I don't have any friends". Social development suffers in rejection.

The anti-social children according to Samenow (1988, p. 48) includes the children who are anti-work from the time they enter school. They use the classroom to seek excitement by taking lunch money from fellow students, destroying property and abusing teachers. The anti-social child, he feels, may also work well in school as long as the work is easy for him/her. But when they get to junior high, they balk. The child may also do well in school and let his accomplishments serve as a cover for the crimes committed outside the classroom. The anti-social child, Samenow feels, rejects the home, the school, his responsible peers, and the world of work before he is ever rejected by any of them. He excitedly does the forbidden. (1988, p. 49) The criminal, as a child, is hypersensitive, he/she can dish out abuse, but they are intolerant of any slight to self-concept. The teacher may sharpely reprimand one child and have him/her respond cooperatively. But the anti-social child may respond in a fighting manner according to Samenow.

In presenting the techniques one may use in conflict management, the area of social development, and the steps in problem-solving each hold a significant role in the development of the child in Kindergarten through Fourth grade. The methods the teacher uses to manage the conflicts in the classroom greatly influences the degree of conflict management that is needed and practiced. The teacher serves as a positive or negative role model for the students.

-Develop Cooperation, Trust, and Self-Concept-

Making conflict a positive force in the classroom is a challenge, when developing cohesiveness and trust. Gorton, (1987, p. 79) feels cohesiveness means the group members are willing to take personal responsibility for its tasks, and engage in cooperative actions to achieve its goals. Group trust is the extent to which the members of a group feel secure with each other and are willing to be open toward each other. People gradually possess the needs for self-respect, affection and recognition. Any leader or teacher should try to see that those needs are met. Group interaction can either meet the needs or leave them largely un-filled.

Mr. Conn, (1989, personal interview) said he felt the most important thing a teacher could do for the students was to provide a classroom environment where the students would feel trust and acceptance.

Carlock and Frey (1984, p. 20) feel that school is the second most important environment in the development of self-concept. They say the social relationships with peers most often develop through the school environment and these relationships serve as the feedback source for the development of self esteem. Therefore, the school needs

to provide a positive atmosphere for growth.

The peaceable classroom, according to Kriedler, (1984, p. 3) is a classroom that is also a warm and caring community where five qualities are present:

1. Cooperation. Children learn to work together and trust, help, and share with each other.
2. Communication. Children learn to observe carefully, communicate accurately, and listen sensitively.
3. Tolerance. Children learn to respect and appreciate people's differences and to understand prejudice and how it works.
4. Positive emotional expression. Children learn to express feelings particularly anger and frustration, in ways that are not aggressive or destructive and children learn self-control.
5. Conflict resolution. Children learn the skills of responding creatively in the context of supportive, caring community. Creative conflict resolution doesn't try to eliminate classroom conflict. It aims to reduce conflict and to help the teacher and the student to deal with the conflict more effectively and constructively.

The teacher needs to create a sense of community which includes trust.

- Experience and Learning Symbols for Kindergarten-

In the kindergarten and first grade classes the student needs to learn by experience and through their senses according to Klauke. (1988, p. 1) The teacher uses symbols to enhance the child's learning.

Klauke gives excellent techniques that Elga Brown uses with her kindergarten students. (1988, pp. 6-7)

1. Intergrated Experiences: Rather than dividing the day into Math, Art, Reading, and Social Studies time.
2. Shared Activities: Through a cooking experience activity, two children can develop self-esteem and learn how to think, make decisions, cooperate, appreciate, and create. They learn the dynamics of their society.
3. Elga's Objective for Each Day: "That everyone has a good day."

4. Elga's Rules: "That everyone allow everyone else to have a good day." Any behavior which causes one not to have a good day is discussed in the context of the rule.
5. Initiating a Conflict: The children learn to compromise, and negotiate as they do activities where there aren't enough dishes or silverware to set the table.
6. Talking and Listening Chairs: Mrs. Brown uses talking and listening chairs to help children resolve conflict and to discuss their behavior. She also feels her job is to help children learn social rules, to protect each other's rights, and to set an example of respectful empathetic interaction.
7. Special Signals: Elga plays a tune on her xylophone to signal the start of class and also a special tune for "Stop and Listen Please", and another for "Please Sit Down."
8. Communication Skills: Elga has students to explain games to the group to foster communication skills.
9. Teacher attitude and Behavior: Elga consistently displays a belief in and respect for children and always defends their integrity.

-Social Skills Training in Preschool-

The "friendless child" or the rejected child might not be despised by his classmates if social skills had been a formal part of the preschool curriculum as suggested by Chance. (1989, p. 31)

-DUSO, Peer Tutoring, Target Behavior-

Ms. Owen, (1989, Workshop Presenter) recommended the kit called DUSO-Developing Understanding of Self and Others. The material in the kit includes puppets, role-play and bibleotherapy. Bibleotherapy would be a book which tells a story about how a social, emotional, physical, or academic conflict might be handled. The authors of the kit are Don Dinkmeyer, Sr., and Don Dinkmeyer, Jr. Ms. Owen also uses peer tutoring and Target Behavior charts.

In looking at other techniques to use with conflict management, Alice Friedman and Fran Schmidt (1987, pp. 41-43) give several ideas. They say the negative results of conflict in the classroom are hurt feelings, anger, and loss of precious learning time. However, they

feel resolving conflict fairly can create an environment of respect, confidence, responsibility, cooperation, and caring. The following techniques suggested by Friedman and Schmidt may be used effectively in the classroom.

- Sharpening Perception -

It can help the students see how conflict can arise from people seeing things differently. The teacher may read the story "The Blind Men and the Elephant". The fable tells how six blind men describe an elephant - because each one describes a different place he touched, there are six different ideas of what the elephant is: smooth like a wall, (the side of the elephant), round like a snake (the trunk), sharp like a spear (the tusk), etc. The teacher then discusses what the conflict was and why the person arguing usually believes that only his/her ideas or perceptions are correct. Why do some people have trouble listening to what others are saying - especially in an argument?

- Conflict Management Like a Tug-of-War-

Choose two students to have a tug-of-war. Then discuss how a tug-of-war and conflict are similar. Should the strongest person always win conflicts? Is the strongest person always right?

- Cooperation - Collaboration -

Tie the same two students together with a rope and tell them to free themselves as the class watches. Discuss the question: What did they have to do to solve their problem? How is the solution different from one in a tug-of-war? Help students to see the tug-of-war as a win/lose situation and the untying as a win/win situation. The two students see themselves as cooperating with each other to achieve a

common goal.

- Fair Fighting -

Children understand the idea of fairness and playing by the rules. Teach the class a new game but not the rules. A game like "Spelling Baseball" or "Multiplication Baseball" could be used. Use the corners of the room as bases. When the students start to argue and probably cannot finish the game, ask them what problems they had. Discuss the reason for having rules, how someone feels when rules are broken and the reason for making sure rules are fair. Ask the students if they think they should have rules when they are arguing. As a class, make a list of rules for fair fighting.

1. Identify the problem
2. Focus on the problem
3. Attack the problem, not the person
4. Listen with an open mind
5. Treat the other person's feelings with respect
6. Take responsibility for ones actions

Freidman and Schmidt (1987) suggest that after listing fair fighting rules the children may want to make a list of fouls - things to avoid when they are in conflict.

1. Name calling
2. Putting someone down
3. Not listening
4. Bringing up the past
5. Blaming
6. Bossing
7. Pushing and hitting
8. Getting even
9. Making threats
10. Making excuses for ones behavior

The teacher can post the fouls and when they occur, have the students refer to the bulletin board and identify the foul - negative behavior.

- Communicating Directly Through Practice and Role-play -

In order for students to learn to express their needs, rights, and feelings in a way that is direct and honest, and non-threatening, it will take practice, Friedman and Schmidt feel. (1987) Therefore, the teacher can have the students make a list of several classroom conflicts and then give the students a simple pattern for communicating directly and fairly when a conflict arises:

1. Address the other person directly
2. State how you feel
3. Identify the problem
4. Offer a solution

Example: "John, I feel angry when you call me names. Please stop".

"Carlos, I fell like crying when you mess up my paper because I worked so hard on it. Please leave my things alone."

The teacher could give students imaginary conflicts and ask them how they would respond clearly, directly, and honestly.

- Class Meetings -

Imaginary conflict discussion could be a time to use small group or whole class discussion groups or meetings. Glasser, M. D. (1969) feels children can participate in class, group meetings and become more successful at functioning in society. The teacher serves as the leader, and the discussion takes place in a tight circle. The discussion could be 10 to 30 minutes in length depending on the age of the students. The rules of fair fighting should be established in the classroom discussion too.

- Mediation, Intervention Technique -

When two students can't solve a problem by themselves, they may need a mediator. A mediator doesn't take sides but listens impartially

and helps the students come to an agreement. The mediator can follow the guide given by Friedman and Schmidt. (1987)

1. Ask each student to tell what happened - don't allow students to interrupt each other.
2. Ask each student to repeat what the other said.
3. Summarize what the two students are saying. (This is active listening that Ms. Brown stated was so important during my personal interview with her.)
4. Ask each student to say how he feels.
5. Point out areas of agreement - no matter how small. For example both students have a problem, both students hurt, both students have a problem they want to solve.
6. Ask the student to suggest ways to resolve the conflict and help them evaluate their choices. Offer additional choices only if necessary.
7. Ask students to reach a fair agreement. Tell them you will check soon to find out how it is working. If either side fails to live up to the agreement, repeat the process and have them sign a statement of agreement.
8. Don't let the students dwell on who started the conflict, who's to blame, and who has reasons or excuses - these hold down the resolution process. Help them see the tug-of-war tactic doesn't help and encourage them to resolve the conflict together.

- Trained Student Mediators -

In Las Vegas, Nevada, an elementary school trains students to be mediators on the playground. The students wear either brightly colored hats or shirts, so the students can see them easily. It saves the teacher a lot of valuable time. They also help in the classroom. The children are reminded that problems must be solved with the head and the heart and not the hand. Cahoon, (1988, pp. 93, 94)

- Goal Setting With Student Input -

In developing long lasting social skills for the intermediate students which certainly includes the Fourth grade child, Parkhurst, (1988, p. 19) feels the child at ten sees rules as the product of

mutual consent rather than as a code of laws handed down by authority. Therefore, she feels the intermediate students need to have the opportunity to enter into the conflict resolution process of the classroom.

- Conflict Management Practice -

According to Prutzman, Stern, Burger, and Badenhamer (1988, p. 3) the carryover of positive attitudes and skills from the classroom will not be effective unless children have the opportunity to practice and experience the conflict resolution process. Just talking about it doesn't have the proper carry-over.

In addition to the social skills and problem-solving inflormation and techniques just discussed, other specific techniques are to be considered in coping with specific problems.

- Attention Disorder Techniques -

Dr. Goldstein (1989, p. 90-92) clearly defines some techniques to use with the attention disordered behavior.

1. Provide a great deal of structure and constancy - consistent seating arrangement, daily schedules, clearly defined rules, expectations and consequences.
2. Place him/her next to students who won't provoke him and close to the teacher's desk on the outer edge of the class.
3. Give much encouragement, praise and affection as these children are easily discourage.
4. Give them responsibility they can handle which will help them feel needed and worthwhile.
5. Start with simple tasks and then build toward more complex ones.
6. Provide non-stressful climate with adequate emotional warmth and physical contact from the teacher and, when possible, from the peer group.
7. Never intentionally "put down" the student.
8. Provide small group learning and social opportunities. Communicate with parents. They often know what "works" with their child.

9. Pace the work - short work sessions will eliminate their inability to sustain effort.
10. Allow opportunity for controlled movement - trip to office, trip to another teacher.
11. Adjust ones' (the teacher) expectations.
12. Reward effort, persistance, and desired behavior.
13. Provide on-going social skill training and give feedback on how he is getting along with others.
14. Provide frequent teacher/student contacts.
15. Set firm clear-cut limits; provide non-harsh discipline.
16. Be sure directions are clear, simply stated and given one at a time.
17. Offer a screened corner in the classroom as an earned privilege rather than as a punishment.
18. Develop a group of physical activities for the entire class like stretch breaks and isometrics.
19. Set predictable "no work" periods which the child may earn as a reward for effort.
20. Observe any withdrawal during noisy, stimulating recreational situations.
21. Prepare the child for new situations in advance. He is especially sensitive to his limitations and can easily become frightened and discouraged.
22. Develop varied sensory approaches (sound, vision, touch).
23. Don't be a martyr! Recognize your tolerance limits and vary the child's program only to the degree which the teacher feels comfortable.
24. Stay in close communication with the school's psychologist or social worker. This person is the best liason person between the school, parents, and physician.

Dr. Goldstein points out how the teacher must determine if the student's behavior is incompetent behavior (unlearned proper responses) or if the behavior is non-compliance behavior (that behavior the child chooses to act out) (1989, film on video).

- Restructuring Thinking -

The anti-social child according to Samenow, (1988, pp. 50-51) a clinical psychologist, requires a special technique of management which enables the child to develop a new way of thinking. The new way of thinking includes teaching them a concept of injury to others, an operational understanding of interdependent functioning, responsible

decison making, and much more.

Samenow feels in order to help the anti-social child, one will have to help him get fed up with himself by seeing himself realistically. Asking the child to write their thoughts down in diaries or logs and to become constructively self-critical of what they think is one technique. The child will become open to learning new concepts necessary for living responsibly.

- SAT - Stop and Think -

Ms. Owens, the guidance counselor, (1989 personal interview, May 19, 1989) shared the SAT technique she uses with students. The student follows four steps in their thinking.

1. First, if I start to feel bad and if I am tempted to do something silly and unfair, I try to cool down. I say to myself "Stop, Relax".
2. Second, I try to think sensibly about what has happened. I try not to jump to the wrong conclusion about what has happened. I remember that this does not mean I am worthless and people will never like me. I remember that I am a good person.
3. Third, I make a good plan. I decide how to solve my problem and feel better by doing something sensible and fair.
4. Finally, I always remember to reward myself. Even if my plan did not work very well, I remember to say something nice to myself for trying to act fairly and responsible.

- Discipline as Teaching -

Clewett, an early childhood consultant, (1988, p. 42) feels that children do not automatically know what constitutes appropriate behavior. They must be taught and the manner it is taught is responsible for its effectiveness. He states "Educators need to regard discipline as teaching appropriate forms of behavior, not as punishment". (1988, p. 43) He felt the time-out chair was a punishment and was too authoritarian on the part of the teacher.

As the teacher, parent, child, or any individual, manages conflict, they may choose authoritarian, collaborating, compromising, avoiding, or accommodating techniques. Each person should be aware of the technique he/she uses most frequently. Ms. Hoffman (workshop presenter, April 3, 1989) felt collaboration was the most effective approach for those involved with conflict. Each person can be given the opportunity to set goals and then agree upon the steps to follow in order to reach the goals. Collaboration may be called the win-win technique. The effectiveness of each approach can be judged by the individuals positive or negative response. A constant win-lose technique can lead to more and more conflict and negative response.

It is my goal to dedicate the necessary time during the 1989-90 school year to schedule weekly sessions for the student to learn and to practice positive conflict management techniques. The curriculum will include the development of a sense of community and trust, self-concept, socialization skills, and problem solving. The activities will help the students learn skills which will help them to prevent and to manage their conflict. The activities will begin the first day of the new school year and continue on a weekly basis. Any new student will be included in the activities and informed of the goals and expectations for the class. Other students in the classroom can help inform new students. There will be a constant effort to investigate causes of conflict and then to choose a workable solution to solve the conflict in a positive manner.

The techniques for conflict management which are the best to use with students in kindergarten through fourth grade are the ones that

meet the developmental needs of the student and the group with which the teacher is working. In order to meet the social, emotional, academic, and physical needs of the child the teacher must be flexible and not attempt to manage every conflict in the same manner. The teacher can use authoritative, collaborative, compromising, avoidance, problem solving and socialization techniques in a positive manner. The students expect to have rules but the teacher should keep the list simple and brief. The positive role model the teacher displays can serve as a strong deterrent to negative conflict management. Yelling at a child to get the child to stop yelling is a poor technique of conflict management.

The method of skill training for kindergarten and first grade is the main factor to consider when training the children in conflict management. The five and six year old child must be taught through experience, concrete objects, and hands-on material. Their developmental stage of cognitive ability will not allow them to learn about how to be a friend if the teacher only talks about the idea. The students must experience and practice the concepts. The children in the second through fourth grade may be able to assimilate mentally the idea of what being a friend includes but all students can learn quicker and more effectively when they can experience and practice the specific skills that are being taught. Therefore, experiencing and practicing effective positive conflict management techniques will enable the student to solve his/her own problems. The child can be assertive and make choices about how to handle conflict and then

be able to function responsibly in society.

The personal interviews helped me to see that the teacher needs to guide the students and enable them to solve their own problems. The teacher needs to intervene and ask for assistance when the child continues to sabotage the school setting. The impact of the hereditary, environmental, cultural, physical, emotional, social, and intellectual components can effect the child's behavior in the classroom. Negative behavior may require the assistance of another person in or beyond the school setting. Parents, counselors, principals, or other classroom teachers may give the necessary assistance during intervention.

The desire to manage conflict in a positive manner should be the goal for the student and the teacher if they are going to work in a compatible atmosphere in the school setting. The motivation to become more educated and informed about how and why conflict occurs and how to manage conflict effectively is a goal my research has enabled me to achieve.

When students and teachers can effectively manage conflict, the process of learning can advance and the ability to function as a responsible individual can be accomplished.

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Workshops

Pam Owen, POPS - Power of Positive Students - Workshop at South Heights Elementary School in Henderson, KY, April, 1989, (3 hours)

Peggy Hoffman, Conflict Resolution Workshop at Community College, Henderson, KY, April 3, 1989, (3 hours)